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Wordless Picture Books: A Media to Facilitate Students in Writing Descriptive Text

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Abstract—As a productive skill, writing is not easy especially writing in English. However, there are many ways that can be used to train students to write like using various media. One of those media is wordless picture books. The purpose of this study was to determine the effect of wordless picture books on junior high school students in writing descriptive texts. Researchers used a quasi-experimental method with two classes; experiment and control. The sample of this study were 64 students of 7th grade in SMPN 1 Candi, Sidoarjo. Test was used as the instruments to get the data. From the results of statistical calculations in the experimental class it is known that the average score of the pre-test is 59.91 while the average score of post-test is 84.91 (the difference in the average score is 25). Meanwhile, the results of statistical calculations in the control class revealed that the average score of pre-test is 58.75 while the average score of post-test is 61.91 (difference in average score is 3.15). The results show that the t-value is higher than the t-table (16.80> 1.999) with a degree of freedom of 72 and a significance level of 5%. Thus, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. In short, it can be concluded that there is a better achievement for students who are treated by using wordless picture books in writing descriptive text compared to students who are not treated using wordless picture books.

Keywords—*Worldless Picture Books, Media, Student*

I. INTRODUCTION

Concerning with the curriculum in junior high school in Indonesia that writing is one of language skills presented in the teaching learning process of English. In writing, student not only have to know how to organize their ideas but students have to consider the choice of words, grammatical content, spelling, and punctuation. Many types of writing which are used by school in the English subject such as narrative, descriptive, argumentative, and expository. The purpose of learning about writing descriptive text is so that students can understand the picture of people, places, and things [1]. Therefore, the teacher must provide more specific details. In descriptive text also directs the reader's feelings and the writer's experience of describing them. For example: descriptive text found in a book describing horror scenes, mystery and so on [2] [3] [4]

Describing is a way someone shows or describes an object based on their characteristics clearly, starting from the classification, name, and certain characteristics, functions, behavior, and so on [5] [6] [7] . So that readers can seem to see what the authors describe in their writings as if they can immediately see it through the reader's own understanding. Descriptive text is a text with a purpose to give information. The social function is to describe a specific person, place, or thing [8] [9]. Descriptive texts are activities that use the writer's imagination, however, sometimes students when they describe something they are still confused about what will be written. Therefore, by using media, hopefully it can help students to develop their imagination and ideas for writing.

The word media comes from the word 'medium', which is Latin, which has a meaning in the middle (median) and can be termed interpreting. Media requires active action in content creation and communication, and someone who receives and understands communication, and the technology that carries the media [10]. There are many types of media in teaching English. The use of media depends on the teacher because using media related to the material can be more difficult for teachers to apply in teaching descriptive text [11]. Whereas descriptive text is material that needs to use media to help students write something easily, can use pictures, videos, etc. Many benefits of using media in teaching writing such as; learning process become more interesting for students, the leaning process also becomes more interactive, it makes teaching and learning process more efficient and the quality of student learning can be improved [12] [13].

From preliminary observation had done by researchers of this study at SMPN 1 Candi Sidoarjo. Researchers found that students often had difficulties about writing skills. There were many problems students still had difficulties in writing: (1) the students have lack of vocabulary,

(2) The students also still confused about possessive and adjective pronoun, (3) the students feel difficult when they want to start to write to describe something, so they

need something to get the ideas that can develop their writing. English teachers in this school also have rarely used a media in classroom learning. The teacher only relies on student worksheets and writing assignments that students must do at home.

Based on these problems the researchers in this study try to offer media in teaching writing, especially descriptive text. The media is a picture. There are many types of pictures that can be used as a learning media for writing, one of them is wordless picture books. Wordless picture book is a book which a whole is just an illustration to show a story. This book is not equipped with words or sentences [14] [15]. Picture books without words are just what books sound like books without words are just collections of stories that tell stories through pictures because they don't depend on words to tell a story. Picture books without words can be used to develop important literacy skills [16]. Picture books without words offer a good basis for developing students' writing skills. Sometimes, students find it difficult to write ideas and topics. Students are confronted with picture books without words and begin developing oral and written story lines, such as the use of dialogue, the development of settings, the description of characters, the sequence of events, and the development of stories [17] [18]. It is also supported by Marina and Fatimah that picture books without words are a good source for analyzing children's level of thinking before explaining what they see [19]. The reason why the researchers in this study chose to picture books without words as the media is because the picture in this book are easily understood by junior high school students. In addition, picture books without words have many types of pictures such as animals, objects, and humans that match with the text of descriptive.

Henry [17] and Husaini [20] explain about instructions and activities on how to use picture books without words. 1) Opening activities, in the opening activities students read picture books without words to find out and examine the story line before writing, after that the teacher asks students to make different stories but with the same model as picture books without words.

2) Paired Reading, in this section students work in groups, two students read pictures without words together, one student makes their own story line and after that tells the story to their friends and like that in turn. 3) Small group activities, students create groups of three to four students, they will explain the pictures without the words given by the teacher. Before the group applies the story line, they must read picture books without words, then they can talk about developing their story lines along with illustrations. 4) Full class discussion, after all students finish creating a story line from a picture book, then each group discusses the similarities and different interpretations of each group's story. This section will help students to learn to identify settings, main characters and resolutions.

The same opinion expressed by Eti [21] which states in the results of his research if one of the potential media that can be used to teach descriptive texts is picture books without words. Because picture book picture modification without words makes it easier for students to identify picture messages. So, it can develop the potential of

students to get ideas in writing, notably in writing descriptive text. Furthermore, by using Wordless Picture Books, the researchers hope that it can improve students' skills in writing descriptive text. Thus, in this study the researchers tested the wordless picture books as media for junior high school students in the process of learning to write descriptive text. Hence, the purpose of this study is to reveal whether the wordless picture book can improve the ability of students of SMP N 1 Candi Sidoarjo in writing descriptive text or not.

II. METHOD

The design used in this study was quantitative research. The purpose of using quantitative approach was to find out the data statistically from students' pretest and post-test before and after they were given wordless picture books in writing descriptive text. Experimental research was a way for researchers to investigate the effect of the use of wordless picture books in students writing descriptive text. There are many types of experimental designs: pre-experimental, quasi- experimental, and true designs. Here, the researchers used quasi-experimental research to collect data.

This study used 2 classes, namely experimental class and control class. The experimental class was a class that given treatment by using wordless picture books, and the control class was a class that only given treatment without using wordless picture books. Variable is an object that be important point in research. In experimental research, there are two variables that has relation with each other. Thus, this study has been two variables; Independent and Dependent variable. Independent variable is a stimulus that can give effect for dependent variables. The independent variable in this study was the use of wordless picture books. Then, dependent variable is done to observe and measure to decide whether any changes or variation in independent variable make cause and effect in dependent variable. Dependent variable of this study was writing descriptive text about things.

TABLE I. RESEARCH DESIGN

O_1	X	O_2
O_3	-	O_4

Where:
1. O1 : Experimental class that will be given pretest
2. O2 : Students' writing skill after given treatment
3. X : Treatment, the researcher will give treatment for the subject of research.
4. O3 : Control class that will be given pretest
5. O2 : Students' writing skill whit out any treatment

The population of this research were students at seventh grade of SMP Negeri 1 Candi Sidoarjo. The reason of researchers choose the seventh grade of SMP Negeri 1 Candi Sidoarjo because descriptive text was the topic that given in seventh grade and it was related with the purpose of this study. From the whole

population that were 9 classes of grade 7, each class consists of 32 students (7-A, 7-B, 7-C, 7-D, 7-E, 7-F, 7-F, 7-G, 7- H, 7-I) then the researchers determined the experimental class using 7-I and for the control group using 7-A. The reason the researchers chose the two classes was\s based on the results of interviews conducted with English teachers who stated that classes 7-I and 7-A have the same ability in writing skills, especially descriptive text.

In collecting the data researchers collaborate with the English teacher gave test to the students. The test separated into two; pretest and posttest. Even though both classes (experimental and control) were given pretest and posttest, the type of treatment given was different. In treatment class after pretest section the students were given a book that contain about sequential picture without words inside. Then for the control class students were given material and treatment as was commonly done such as listening to the teacher explanation and work on writing descriptive text assignments based on student books. After the treatment process was done, then the posttest given to both classes. The score of the pretest and posttest were taken individually.

After completing data collection, the next step is data analysis. The researchers in this study carried out several stages. The first was scoring, the components for scoring were divided into five criteria. Those are format, punctuation and mechanics, content, organization and grammar, and sentence. To measure the ability of students, the researchers used scoring rubric adopted from Oshima and Hogue [22].

TABLE 2. SCORING RUBRIC OF WRITING DESCRIPTIVE TEXT

Criteria	Max. Score	Actual Score
Format – 5 Points		
There is a tittle	1	-
The title is centered	1	-
The first line is intended	1	-
There were margins on both sides	1	-
The work is tidy	1	-
Total	5	-
Punctuations and Mechanics – 10 Points		
There is a period after every sentence	2	-
Commas were used correctly	2	-
Capitalization & other punctuation were used correctly	2	-
The spellings were correct	4	-
Total	10	-
Content – 20 Points		
The paragraph fits assignment	4	-
The paragraph is interesting to read	8	-
The paragraph is coherent	8	-
Total	20	-

Organization – 35 Points		
The paragraph has identification	10	-
The description were clear and use correct preposition	20	-
The paragraph ends with conclusion	5	-
Total	35	-
Grammar and Sentences Structure – 30 Points		
Estimate a grammar and sentence structure score	30	-
Grand Total	100	-

After the researcher find the data from experimental group and control group, then mean was calculated by dividing from total score and total of the students. After that mean from the experimental group compared with control group to know the students who got the highest score. T-Test is a test to know the mean of last test from the experimental group and control class, it has significant difference or not. It can be called normal distribution. Before the data analysis calculated by t-test, it needs to test the normality data. Normality Test is crucial to test the legality of the sample's research and to know in every class have normal distribution or not. Normality test calculated using computer's application SPSS version 16.0 and the data show more than $0,05$ means the distribution was normal.

After calculating the normality test, the researchers should calculated using t-test. It was needed to prove the hypothesis in this study. There are 2 kind types to examine the hypothesis: Alternative Hypothesis and null hypothesis. The formula of t-test that used

Number the equation
$$t_{test} = \frac{Mx - My}{SEMx - My}$$

Note:
Mx : Mean of the Difference of Experimental Class.
My : Mean of the Difference of Control Class
SEMx : Standard Error of Experimental Class
SEMy : Standard Error of Control Class Hypothesis criteria.

- If t test > t table, Ha is accepted and Ho is rejected. It means that there is difference between students taught by wordless picture book and students are wordless picture book in writing descriptive text.
- If t test < t table, Ho is accepted and Ha is rejected. It means that there is no difference between students taught by wordless picture book and students are not taught by wordless picture book in writing descriptive text.

III. RESULT AND DISCUSSION

The researchers using quasi-experimental that held in SMPN 1 Candi Sidoarjo in academic year 2018/2019. The researchers took the data started from 6thFebruary until 27thFebruary 2019. The researcher using two classes, there are 7-I as experimental class and 7-A as control class with 32 students of each class. The researchers choose the

two classes recommended by the English teacher because the students have same level in writing skill which made the researchers can be easier to compare both classes.

This observation proposed to know there is effect of teaching students' writing skills descriptive text using wordless picture book at SMPN 1 Candi Sidoarjo. There are three activities that was does by the researchers; Pre-Test, Treatment using Wordless Picture Book, and Post-Test in VII- I as experimental. Then there are also activities in VII-A as control class; Pre-Test, Treatment without using Wordless Picture Book, and Post-Test.

The first activity that student done was pre-test on 06th February 2019. At that time the researcher given pre-test to VII-I as an experiment class, the worksheet was writing descriptive text based a picture about room in a house (bedroom). The researcher only give instruction without any explanation before the students write based on picture.

The second meetings on 20th February 2019, the researcher start to give treatment in VII-I as

experiment class. In here the researcher only give one meeting for treatment, because the result of pre-test from experiment class show good result. The first activity when give treatment, the researchers show the picture about

living room. After that, the researchers gave instruction and explanation how to describe things in that place in a wordless picture book. The researchers gave instruction in every (papers) to write descriptive paragraphs based on picture from wordless picture book.

The last meetings was a post-test, this section held on 27th February 2019. The purpose of this test was to find out how many students understood with the descriptive text material after given wordless picture book as the treatment. The researchers hope that there are an increase in effect than before teaching descriptive text using wordless picture book and after teaching using wordless picture book. In this section students are not given any media to write a paragraph. In post-test students are only gave instruction to describing picture that different with previous, students write on papers. In the end, after doing every stage; pre-test, treatment, and post-test in experimental class, researchers have obtained student grades from the pre-test and post-test. Then, researchers already know the results of the both tests and calculate the average of the students' scores. The results of students' scores and average scores is described below:

TABLE 3. THE SCORE RESULT BOTH EXPERIMENTAL CLASS AND CONTROL CLASS

Student	Experiment Class		Student	Control Class	
	Pre-Test	Post-Test		Pre-Test	Post-Test
$\sum$ 32	1917	2717	$\sum$ 32	1880	1981
X	$\dfrac{1917}{32}$ 59.91	$\dfrac{2717}{32}$ 84.91	X	$\dfrac{1880}{32}$ 58.75	$\dfrac{1981}{32}$ 61.91

From the data shows the difference scores between experiment class and control class The results of the average pre-test score of the experimental class are 59.91 and the results of the post-test mean are 84.91 in the meantime, the average pre-test value of the control class is 58.75 and the average for the post-test is 61.91. It means that the score of experiment class higher   than control class.

The data from both experiment and control classes can be concluded that the lowest score   of the pre-test in the experiment class is 46 and the highest score is 66. Then, for the lowest post-test score in the experiment class is 80 and the highest score is 97. Meanwhile, the result   of the pre-test score in the control class is 42 and the highest score is 69. Then, for the lowest score of the post-test is 45 and the highest score is 70. Then it can be concluded that the highest score of the post-test is which class of experiment the increase in score is higher than the control class which experiences a slight increase in score.

The researcher gives a pre-test to the students in the experimental class before doing the treatment. It is difference with the control class that does not use any treatment after the pretest. After students were given a pre-

test researchers were able to get results from the average pre-test scores of both experimental and control classes with results of 58.75 and 59.91. After that the researchers gave treatment with teaching students' writing skill descriptive text used wordless picture book only for experiment class, and only provide material based on the students' handbook for control class. Then, researchers have obtained the average results from the posttest of both classes, which are 84.91 for the experimental class and 61.91 for the control class. It can be interpreted that there were differences obtained from the pre-test and post-test after the researcher gave treatment and also the class than did not use the treatment to write descriptive text in the experiment and control classes.

Based on the calculation of the T-test, the result of the T-test is 16.80 and the score of the   test is 62 at the significant level of 5% is 1.999. Comparison of the T-table T-test, the results of this study show that T-test (t test = 16.80) is higher than T-table (t table 5% = 1.999) or 16.80 > 1.999.

TABLE 4. RESULT OF T-TEST

t table	1.999
t test	16.80

After calculating the data, the researchers test the hypothesis based on hypothesis statistics.
The hypothesis as follow:

- Alternative hypothesis (Ha) if t-test (t test)> t-table (t table): there is difference between students who have been taught using wordless picture book and students who are not taught use wordless picture book to write descriptive text.
- Null hypothesis (Ho) if (t test) <t-table (t table): there is no difference between students who have been taught using wordless picture book and students who are not taught use wordless picture book to write descriptive text.

Based on the data interpretation, the calculation of the t-test (t test = 16.80) is higher than t-table (t table 5% = 1.999) or 16.80> 1.999. From the criteria of hypothesis if t-test> t-table it means (Ho) is rejected. Meanwhile, if t-test <t-table it is mean (Ha) is rejected and (Ho) is accepted. Because t-test> t-table 5% significance level, so the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. In other meanings there is a significant difference between students taught by wordless picture book and students did not taught by wordless picture book in writing descriptive text.

The results obtained from this research showed that wordless picture book as media have an effect in increasing the score of writing descriptive text by students. It is clear that the average result of the mean pre-test score between class VII-I as the experimental class is 59.91 and class VII-A as the control class is 58,75 then, the increase in score between the two classes also has a significant difference for the post-test which is 84.91 for experiment class and 61.91 for control class. This indicates that wordless picture book as media is an effective way that can help students to improve their writing descriptive text. In addition, it is easier to be understood because using wordless picture book media is easier to understand. In addition to students learning to write they are also entertained by these media.

Henceforth, the researchers use t-test to analyze the effect of using wordless picture book as media in teaching writing descriptive text. It was comparison between t table and t test which used the degree of significance of 5% (0.05) is 1.999 and degree of freedom (df) is 62 The computation of t-test statistical shows that t-test is 16.80 higher than t table 1.999 it means that hypothesis alternative (Ha) is accepted and null hypothesis (Ho) is rejected. The similar findings were presented by Eti [21] and Halimah [23], they have found that wordless picture book was one of the media that is effective in improving students' writing skills. They used this media to teach writing descriptive text while increasing their motivation. Gusmuliana [24] also used wordless picture book as media to teach students' writing narrative text. In fact, wordless picture book can used not only descriptive text.

IV. CONCLUSION

Based on the research finding, the researchers state that using wordless picture book as media in teaching descriptive text writing is the effective way to facilitate students in improving and developing their idea of describing places or things then write descriptive text into paragraphs. It can also motivate students to write and improve students' ability especially descriptive text. From the formulation of the problem of this research shows that students taught by wordless picture book in the experimental class have a better benefit in writing descriptive text than those in the control class who are not taught to use this wordless picture book media. Therefore, this is truly proven to be able to improve students' writing skills by using wordless picture book media. Students can also describe the visuals and characteristics about places or things based on the wordless picture book. Students can describe it well after the teacher showed picture from wordless picture book. Thus, it can be concluded that wordless picture book media can be applied by English teachers to teach writing especially descriptive text to secondary students in Indonesia.

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